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ABSTRACT

This action plan for Centralia College in Washington attempts to establish achievable goals, measurable objectives, and appropriate timelines to improve the participation and success of people of color at the college, as both students and staff. Introductory material explains the state mandate for colleges to develop action plans, the way in with the state's diversity goals are integrated with the college's mission, the history of multicultural efforts at Centralia College, and the planning process and assumptions. Part I presents data about people of color in the college's service area, students of color at Centralia, staffing at Centralia, and campus climate. The following findings are highlighted: (1) while the population of students of color is relatively small at Centralia College and in the local service area, it is growing faster than the population of the service area or the student population in general; (2) students of color generally have educational goals similar to white students, but do not currently enroll in academic or vocational courses, remain in programs, or complete programs at the same levels; (3) in general, students of color have greater needs for academic and financial support and career/transfer counseling than white students; (4) Hispanics are underrepresented throughout the college workforce, disabled people and women are underrepresented in executive positions, and people of color and disabled are underrepresented in the faculty. Part II presents goals, goal attainment measures, problem statements, and action plans for student recruitment and enrollment, student retention, student completion, staff recruitment and employment, and institutional climate. Part III underscores Centralia College's commitment to the plan, and identifies those offices responsible for particular areas of its implementation. (KP)

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ED 376 904

Centralia College

Goals and Action Plan for People of Color Participation and Diversity

1994-1997

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Foreword

AS WE SEEK TO MAKE REAL THE AMERICAN DREAM of equal opportunity for all Americans regardless of race or ethnic background, our community and technical colleges—the peoples' colleges—must take the lead in creating an environment which will foster the growth and development of all students.

We believe that the attainment of the goals and objectives contained in this report will greatly improve the educational experience of ALL students and enable the college to better prepare students for success in career and living in our multicultural world.

This report has been developed through the efforts of many members of our faculty, staff and student body. Special thanks are due to members of the Diversity Plan Work Group, which included:

Manuel Abarca	Paul Balbin	Dalton Crase
Mary Eldridge	Fola Fadeyi	Maggie Foran
Angel Hansen	Randy Johnson (Chair)	Gabrielle Johnston
Blaine Nisson	Nola Ormrod	Laura Siebuhr
Neena Stoskopf	Frances Tanaka	Bill Taylor

Dexter Rammage and Alena Lopez also provided input to the group.

This Draft Action Plan was developed during the Winter Quarter of 1994, then was reviewed by numerous campus groups and finally adopted by the College Council on April 19, 1994.

It is our intent that by working together members of our college community can achieve—and hopefully exceed—the goals stated herein.

Henry P. Kirk
President

Increased Participation & Success for People of Color at Centralia College

SBCTC Mandated Action Plans

While Washington colleges provide enrollment opportunities for all students regardless of race or ethnic background, statewide assessments show that students of color lag behind white students in enrollment in college level coursework, retention, completion and graduation rates.

In 1991 the HEC Board adopted statewide goals for people of color participation and diversity in the areas of student enrollment, student retention, student completion, faculty and staff employment, and institutional climate.

On May 13, 1993 the State Board for Community and Technical Colleges adopted Resolution 93-05-21, concerning the Washington Community and Technical College System's goals for People of Color Participation and Diversity. SBCTC goals serve as a guide and mechanism for monitoring the progress of each racial/ethnic group in the higher education system beginning in 1992.

In September of 1993, Governor Lowry issued Executive Order 93-07 affirming the State's commitment to diversity and equity in service delivery, re-establishing affirmative action and prohibiting discrimination in state workplaces. Directives to higher education call for the following:

- all possible actions to assure that fair and equal employment exists;
- specific, measurable affirmative action goals;
- review of all rules, policies, procedures and practices to ensure
  - — that they support and enhance diversity in the workplace,
  - — that all possible actions are being taken to assure that delivery of services are responsive to the needs of diverse clientele, and
  - — that a variety of communication methods regarding services are effectively used in reaching diverse populations who are eligible for such services.

This Action Plan states Centralia College's commitment to improve participation and success of people of color, both students and staff.

Integration with College Mission

Centralia College is committed to developing the individual potential and success of each student, regardless of color, race, ethnic heritage, gender or disability. The College Mission, revised and updated in 1988, states that the College "seeks to develop appreciation for our multi-cultural heritage" and the College seeks to respond "to the needs of the community and students it serves [by providing] cultural activities for community enrichment."

This initial Diversity Action Plan for Centralia College attempts to establish achievable goals, measurable objectives and timelines appropriate for Centralia College in the areas of enrollment, retention, completion, employment, and institutional climate for people of color participation and diversity.

Centralia College will actively recruit and support students, faculty and staff of color, infuse cultural pluralism into the curriculum, train staff to better address needs of people of color, offer programs and workshops that foster cultural awareness and sensitivity to multi-cultural and racial/ethnic issues, and assess progress toward our stated goals herein defined to assure the maximum opportunity to develop individual potential and success of all students and staff.

History of Multicultural Efforts at Centralia College

Centralia College has a history of successfully meeting the needs of its students over the past 68 years. During this time the student body has been 95+% Caucasian. In 1988, college staff began raising concerns about the need for multicultural education and services, as well as the need for increased multicultural awareness and training on campus. Following discussions with the Management Action Council, a Multicultural Task Force (a voluntary body) was formed in 1989 of students, faculty, management and classified employees who were committed to increasing multicultural awareness and training on campus.

Through the encouragement of the MCTF, the past five years has seen a steady growth in the college's participation in multiculturalism, as demonstrated by the following accomplish-ments with regard to people of color:

- A permanent Multicultural Committee was established in March 1991, which continues to meet each month.
- College staff participated in the Minority Student Success Project sponsored by the Washington Center in 1990.
- Several individual faculty members have developed courses and many have developed course activities to address issues of race, tolerance, and appreciation of diversity.
- Funding was received in 1993 to participate in the Ford Foundation Cultural Pluralism Grant, administered through the Washington Center and University of Washington. This has spurred additional cultural infusion efforts at the college.
- The number of cultural awareness/enrichment activities has mushroomed, such as M.L. King Jr. Birthday observances, the formation of the Sociedad de Hispana Club and Multicultural Club, and numerous multicultural speakers, displays and presentations being offered throughout the year.
- The college's ESL program has been growing steadily and has seen its first students move into and complete college level degrees.
- A George Washington Leadership Award for students of color has been established, and fundraising is ongoing to reach an endowment level that will allow this scholarship to be awarded on an annual basis. (George Washington was a Black man and founder of Centralia.)
- A campus-wide Diversity Audit was conducted to assess campus climate.
- A sister college relationship with Seisen College in Japan was developed and groups of their students have attended summer ESL Institutes at Centralia College the past four years, and have recently begun enrolling as international students for the academic year.
- An International Student Coordinator was hired part-time during 1993-94 to provide support services to international students.
- All major administrators and many faculty and staff have been involved in multi-cultural diversity trainings both on and off campus.
- Students and staff have attended the statewide Students of Color Conference the past three years.

The SBCTC has developed statewide goals and mandated each community and technical college to develop an Action Plan to improve participation and success of people of color. In general the goals are that students of color enroll in academic and vocational courses at approximately the same rate as white students, that they remain in college and make progress toward their college goals at approximately the same rate as white students, that they complete degrees and certificates and become placed in jobs at approximately the same rates as white students, that people of color staffing approximate students of color percentage of the student body, and that people of color leaving a given college rate the institutional climate as positively as white people leaving.

Much remains to be done however, and the Diversity Plan will provide needed direction and impetus for further multicultural actions.

Planning Process and Assumptions

The need for a College Action Plan for People of Color Participation and Diversity was brought by the President to the College Council in the Fall of 1993. The Council then authorized a representative group of faculty, staff, administrators and community representatives to develop a Draft Action Plan. Members of the Diversity Plan Work Group included Manuel Abarca, Paul Balbin, Dalton Crase, Mary Eldridge, Fola Fadeyi, Maggie Foran, Angel Hansen, Randy Johnson (Chair), Gabrielle Johnston, Blaine Nisson, Nola Ormrod, Laura Siebuhr, Neena Stoskopf, Frances Tanaka, and Bill Taylor. Dexter Rammage and Alena Lopez also provided input to the group.

This Draft Action Plan was developed during January, February and March of 1994, then was reviewed by the College Council, Multi-Cultural Committee, Student Services Cabinet, Administrative Services Council, Student Senate, Instructional Council, Instructional Management Team, faculty at large, classified staff, and finally adopted by the College Council.

This Action Plan represents the collective work and commitment of these bodies.

Part I
What We Know

What We Know About People of Color in our Service Area

In Fall 1993 students of color made up 5.8% of total enrollment at Centralia College, a larger percentage than the adult population of people of color in Lewis County, yet a smaller percentage than students of color enrolled in K-12.

According to data provided by the Office of Fiscal Management and based on the 1990 Census, people of color constitute approximately 4% of the Civilian Labor Force in Lewis County, i.e. 16 and over and self-reported in the labor force. (The Work Group believes this number may be low because undocumented adults may not disclose themselves.)

School Enrollment reports show that students of color constituted 7.6% of all students enrolled in Lewis County public schools in Fall 1993, up from 6.3% in 1990, with growth in numbers particularly at the elementary and middle school levels.

What We Know About Students of Color at Centralia College

The population and percentage of students of color is increasing at Centralia College.

According to the SBCTC final report "Fall 1993 Student Enrollment and Staffing", Centralia College is one of only 4 community colleges with less than 10% students of color (Centralia, Green River, Clark, and Spokane) while the statewide average is slightly over 19%.

A problem specific to Centralia College is that SBCTC reports generally include students of Garrett Heyns Educational Center at Washington Correctional Center in Shelton with Centralia College students. These data over-represent students of color enrollment at Centralia College. For example, state data indicate that Centralia College (including Garrett Heyns) has 9.3% students of color population while Centralia College alone has 5.8% students of color.

Data from Fall 1988 show 133 students of color enrolled at Centralia College representing 4.2% of total students. By Fall 1990, 175 students of color were enrolled (5.1% of total students) and by Fall 1993, 181 students of color were enrolled (5.8% of total students). We anticipate the number of students of color will continue to increase as a percentage of total students.

Although sub-groups vary, students of color have long-term goals similar to white students.

Students of color as a whole indicate intent to get an AA or transfer at approximately the same rate as white students (25%) and intent to get high school diplomas at the same rate as white students (4%).

Small numbers of ethnic students make generalizations risky, but degree intents seem to vary among ethnic groups. Half of Asian/Pacific Islanders (52%) and a third of American Indian/Alaska Natives (34%) indicated intent to get academic degrees or transfer (compared to 25% of white students, only 6% of Black students, and 17% of Hispanic students). Also, in general somewhat lower numbers of students of color take vocational courses (13% compared to 18% for white students. This figure for vocational students may be low due to the larger numbers of students of color taking basic skills courses. Their long term goals for vocational courses may be as high as those of any group).

While a majority of all Centralia College students need some academic assistance, in general students of color need more academic support than the average student.

All sub-groups of students of color indicated intent to take basic skills/ESL at higher percentages than white students (14% of Asian/Pacific Islanders,

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52% of Blacks, 9% of American Indians, and 63% of Hispanics—compared to 5% of white students). This pattern, however, may reflect short term skill deficiencies more than long-term intents.

Much larger numbers of students of color take basic skills or ESL classes (41% compared to 5% for white students).

Preliminary data suggest that students of color do not complete programs, especially vocational programs, as successfully as white students.

In the last full year on record (1992-93), no students of color earned vocational certificates of the 51 granted, and only 2 students of color earned ATA's of 111 granted, which is substantially below the percentage of students of color indicating vocational intent. Correspondingly, 7 students of color earned Associate degrees of 154 granted, which is approximately at par with ethnic enrollment.

What We Know About Staffing at Centralia College

Federal programs generally require evidence of Affirmative Action and Equal Employment Opportunity Program Compliance. These programs (such as Title III and TRIO) have become significant means of enhancing instructional and support programs at Centralia College.

The Personnel Office at Centralia College has developed a comprehensive affirmative action plan for gender, disability and race/ethnicity, identifying all areas of staffing and objectives to meet underutilization. The Plan notes the following:

- ***Hispanics are underrepresented throughout the College workforce, i.e. in administrative/ managerial, faculty, professional/technical, and office/secretarial positions.***

- ***Disabled people and women are underrepresented in executive positions.***

Of the 4 executives, 1 is of color and none are women, and of 21 administrators and managers in 1993, 3 are persons of color and 15 are women. One executive vacancy and 1 administrator/manager vacancy are anticipated.

- ***People of color and disabled are underrepresented in the Faculty, especially in Business and Voc/Science Divisions.***

Of the 40 academic faculty in 1993_2 are of color and 2 disabled, while 16 are women. Business Management and Vocational/Physical Science Divisions need special attention. Two academic faculty vacancies are anticipated.

Of the 32 vocational faculty in 1993—none are of color and 3 are disabled, while 10 are women. Faculty of color, disabled, and women are underrepresented. Business Management and Vocational/ Physical Science Divisions need special attention. Two vocational faculty vacancies are anticipated over the next 2 years.

- ***People of color and disabled are underrepresented among professional/technical staff.***

Of the 22 professional/technical staff in 1993—none are of color, 2 are disabled, and 14 are women. One vacancy is anticipated.

- ***Disabled are underrepresented among office and secretarial staff.***

Of the 51 office and secretarial staff in 1993—3 are people of color, 1 is disabled, and 48 are women. Two vacancies are anticipated.

Of the 17 skilled craftsmen and maintenance staff in 1993—1 is of color, 4 are disabled and 8 are women.

What We Know About Campus Climate

Results of the college's Spring 1993 Diversity Audit show there is general satisfaction with Centralia College's acceptance of students of color, but there is a call for more cultural pluralism efforts within the curriculum, support services targeted to students of color, and a need to address students' concerns about reverse discrimination. *[A full report of the Diversity Audit will be shared with the Campus community later in Spring 1994.]*

Summary of Findings and Conclusions

Quantitative data, personal experiences of people of color and other information analyzed by the Diversity Plan Work Group suggest the following:

- *While the population of students of color is relatively small at Centralia College and in the local service area, it is growing faster than the population of the service area or the student population in general. Thus Centralia College can expect growing numbers of students and staff of color.*

- *Students of color at Centralia College in general have educational goals similar to white students, but they do not currently enroll in academic or vocational courses, remain in programs, or complete at the same levels. Changing this will take additional efforts.*

- *While there are exceptions in specific ethnic populations, in general students of color have greater needs for academic and financial support and career/transfer counseling than white students. Providing this support will take additional efforts.*

- *People of color staffing lags students of color enrollment, which in turn hinders students of color enrollment. A community of support for both students and staff of color requires additional students and staff of color and acceptance by the whole campus community and the local community as well.*

- *Improving Campus Climate—which is central to any efforts to enhance enrollment, retention and completion, as well as efforts to recruit staff of color—consists of several inter-relating factors. First it depends on having at least a minimum number of people of color on the campus. It depends on students of color having other people of color to relate to, and on seeing courses, issues and topics to relate to in the curriculum. It depends on having adequate support to continue education, support which includes not only financial resources, but support from faculty and other staff. Further it depends on community attitudes of acceptance and other resources, such as services desired by students of color and people of color in general.*

- *Institutional Commitment is necessary to assure increased success of students and staff of color. This starts with top administrators, but depends equally on faculty and instructional staff, student services staff, student government and students—in short on the whole campus community. This commitment amounts basically to a reaffirmation of Centralia College's Mission Commitment to each individual student's success. In essence SBCTC goals amount to an assurance that people of color succeed at the same rate as other students. Thus institutional commitment to Students of Color Participation and Diversity is not a new effort, but a promise that our current effort extend to all students, and especially to those people of color for whom the promise has not been fulfilled.*

- *The Goals of this effort are substantial; thus it is important that the College's Plan be realistic and achievable. In order to do this both long and short range goals need to be set, and the College must commit to assessing regular progress and to adjusting specific efforts as needed to assure the larger statewide goals of equity for students and workers of color.*

- *In order to realistically assess progress toward the goals identified in this Plan, both qualitative and quantitative measures must be developed. These measures, to the extent possible, should be compatible with those developed by other colleges so that systemwide conclusions can be made. Care should be taken, however, that both qualitative as well as quantitative data be developed to provide a more comprehensive assessment of the effectiveness of efforts to enhance people of color participation and diversity.*

Part II
Goals, Attainment Measures, Problem Statements and Action Plans

This is the initial Diversity Action Plan of Centralia College. As such it seeks to bring together data and experience not previously used for this purpose. Data abounds, yet it is not always consistent, nor are staff familiar with accessing it or applying it to instructional management. The success of the effort commenced by this Plan is certainly not merely dependent on data; rather it is more dependent on commitment of the campus community to achieve the goals set here.

It is our hope that this document will serve to guide instructional, student service and administrative efforts to enhance the educational experience and success, not only of the students and staff of color toward whom it is directed, but also that of all students and staff. This document is not intended to set quotas, but to establish a standard up to which all of our efforts ought to be held—the standard that each student is entitled to an equal opportunity to succeed, and that each person in the campus community, student or staff, is entitled to a productive and successful experience while here.

Following are detailed discussions of Goals, Goal Attainment Measures, Problem Statements, and Actions Centralia College intends to take to improve People of Color Participation and Success. In turn these address Student Recruitment and Enrollment, Student Retention, Student Completion, Staff Recruitment and Employment, and Institutional Climate.

Area 1: Student Recruitment and Enrollment

Goal: By the end of the 1996-97 school year, Centralia College will improve the enrollment rates for all ethnic students in academic and vocational courses.

Goal Attainment Measure: By the end of the 1996-97 school year, Centralia College will attain the enrollment rates by ethnic groups shown in Tables 1 and 2 below.

NOTE: Table 1 and Table 2 should not be compared. Table 1 is unduplicated headcount while Table 2 is not unduplicated, but reflects actual course enrollment.

Table 1. Goals for Total Enrollment by Ethnic Group
(unduplicated headcount by student intent—SM 4105 VER 010)

Ethnic Group	Fall 1990 #	Fall 1990 %Tot	Fall 1993 #	Fall 1993 % Tot	Fall 1993 % Ethn	Fall 1996 Goal #	Fall 1996 Goal % Tot	Fall 1996 Goal % Ethn
African-American	20	0.6%	24	0.8%	13.3%	28	0.9%	13.6%
Asian/Pac. Islander	19	0.6%	50	1.6%	27.6%	56	1.8%	24.6%
Hispanic/Latino	85	2.5%	47[1]	1.5%	26.0%	78	2.5%	34.2%
Native-American	51	1.5%	60	1.9%	33.1%	66	2.1%	27.6%
TOTAL ETHNIC	175	5.1%	181	5.8%	100.0%	228	7.3%	100.0%
TOTAL ENROLL.	3416		3130			3130		

NOTES: [1] State data show 47 Hispanic students enrolled; although we believe the number to be higher, we have included the state number until we can determine the problem with reporting.

Ethnic enrollment targets are based on historical trends, current enrollments in Lewis County schools, and projected growth in ethnic population in Lewis County. Goals assume constant levels of total student enrollment; if enrollment is higher or lower than projected, ethnic enrollment rates should be proportional to the above.

Table 2. Goals for Academic/Vocational Enrollment by Ethnic Group
(institutional intent , i.e. actual course enrollment—SR 1109 VER 007)

Ethnic Group	Fall 1990 Acad	Fall 1990 %	Fall 1990 Voc	Fall 1990 %	Fall 1993 Acad	Fall 1993 %	Fall 1993 Voc	Fall 1993 %	Fall 1996 GOAL Acad	Fall 1996 GOAL %	Fall 1996 GOAL Voc	Fall 1996 GOAL %
African-American	11	0.7%	7	0.4%	11	0.7%	5	0.4%	11	0.7%	8	0.6%
Asian-Pac. Islander	10	0.6%	5	0.3%	22	1.4%	8	0.6%	28	1.8%	11	0.8%
Hispanic/Latino	11	0.7%	16	1.0%	15	0.9%	7	0.5%	21	1.3%	12	0.9%
Native-American	19	1.1%	30	1.8%	26	1.6%	32	2.3%	29	1.8%	35	2.5%
TOTAL ETHNIC	51		58		74		52		89		66	
Ethnic %/Tot Enr.		3.1%		3.5%		4.6%		3.8%		5.6%		4.8%
TOTAL ENROLL.	1636		1663		1593		1374		1593		1374	

NOTE: 1993 ethnic participation rates in academic and vocational courses lag parity with Caucasian participation by 18 and 28 ethnic students respectively. 1996-97 ethnic enrollment goals in academic and vocational courses will improve ethnic participation but will not meet parity with the total ethnic enrollment goal of 7.3% by 1996-97.

Problem Statements

- **Lack of Community of Support:** There are relatively few people of color in Lewis County, relatively few students of color, and relatively few staff of color at Centralia College; thus there is little "community" of people of color on or off-campus to support students of color.

- **Acceptance:** Centralia College's 1993 Diversity Audit shows there is some student prejudice toward (and lack of experience with) students of color. There is also a perception that the greatest discrimination/ prejudice toward people of color is in vocational areas (trades, office staffing, etc.), which may deter students from enrolling in vocational courses.

- **Availability of Financial Resources:** While many students need income support to attend college, this is particularly true for many students of color. There are few scholarships targeting students of color. Financial Aid requires a GED or high school diploma, and practically speaking this can only be done in English, which limits even educated ESL students. GED testing is available in Spanish, but Spanish counselors are not available and instruction is not available in Spanish. Students of color, especially Hispanics, have reported that some vocational counselors (outside the college) do not consider college an option for them, and thus will not support their education programs. Greater coordination is needed with various support programs to reinforce importance of education.

- **Initial Procedures and Data Collection:** Many students are of mixed heritage and we believe that mixed heritage may present a problem, since marking one box precludes marking another too. Language is a barrier for ESL students in some areas, such as admissions information and information about curriculum or programs. Complex issues of residency for some students of color also deter enrollment in college-level courses. ABE/ ESL enrollment fluctuates to some extent with employment opportunities and continuous enrollment. Care must be taken to get data which accurately reflect real enrollments.

- **Curriculum and Instruction:** Students of color need to see relevant and achievable outcomes to their education. They need to see "themselves" in the curriculum_courses that relate specifically to their interests and faces which serve as role models. Many vocational and academic courses have technical vocabulary and math/science requirements which some entering students of color do not have. Thus it is necessary for them to take basic skills courses before they enroll in college level courses. Teachers need to admit what they don't know—especially about other cultures. At the same time they need NOT to rely on students of color to be "experts" on "their" culture. This is often an unrealistic expectation; few if any people can be an expert on their whole people. There is also some perception among faculty that if we "add" other cultural emphasis, we must cut current or traditional offerings. This idea of a TRADE-OFF deters development of new curricula.

- **Support Services and Expectations:** Counseling/career planning support is needed for students of color success. Students of color also need to be expected to succeed. They need the same high expectations as any other student to succeed.

Student Recruitment & Enrollment Action Plan

Coordination of Efforts

- Establish and staff an office to coordinate Multi-Cultural Services including outreach, recruitment, student support, and community support efforts.

Student Recruitment

- Continue contacts with area high schools, middle and elementary schools, including campus tours and workshops. Attend college and career fairs, including the National College Fair in Seattle.

- Continue efforts of the Admissions team to recruit students of color and make individual follow-ups. Attempt to recruit at least 1 student of color to serve on the Admissions team each year.
- Make concerted efforts to achieve endowment status ($2500) for George Washington Scholarship Fund and award by 1996.

- Promote students of color successes in the Class Schedule and other publications, and develop strategies to assure nomination of people of color for Distinguished Alumni award.

- Continue involvement and interaction with community based organizations and advisory boards, including DSHS, Chehalis Tribe, Social Service Providers Network, Youth Programs, Hispanic Church, Educational Talent Search, etc.

- Develop specific plans and do outreach in ESL classes and the community to provide access for (potential) students of color to financial aid, including materials and forms in Spanish.

- Recruit college academic and vocational students of color from students currently enrolled in E.S.L. courses.

- Reexamine College policy which requires GED/ h.s. diploma for financial aid eligibility.

Faculty and Staff Development

- Develop and implement a program for training all initial student contact points and all advisers regarding needs of diverse students.

- Continue and enhance regular activities to increase awareness and appreciation of multi-cultural heritage.

Curriculum Development

- Continue to support and promote infusion of cultural pluralism and ethnic studies into curriculum. Make this curriculum visible to students.

- Enhance and broaden meetings between college departments and area high school faculty regarding cultural curricula.

Student Initiatives

- Develop a program to increase student-to-student contact through mentoring. Explore targeted mentorships with local high school students of color.

- Develop and implement an annual needs assessment for students of color which attempts to capture their experience at Centralia College and identifies issues which may be perceived to be barriers to student success. Make sure the methodology is culturally relevant.

Community Outreach

- Open more college activities to the community, especially cultural activities. Consider free passes to athletic events, plays, musical events, etc. and special programs for high school students.

Area 2: Student Retention

Goal: By the end of the 1996-97 school year, Centralia College will improve the retention rates for all students with particular emphasis on students of color.

Goal Attainment Measures: [a and b are statewide goals; c is suggested by SBCTC based on statewide assessment findings]

a) By the end of the 1996-97 school year, the percentage of Centralia College degree seeking students who leave the college before they complete 2 quarters shall not be greater than 20% for all race and ethnic groups, with the disparity between groups to be no greater than 5%.

b) By the end of the 1996-97 school year, at least 50% of all degree seeking students shall have completed at least 4 quarters during their first two years, with the disparity by race and ethnic groups reduced to no greater than 3%.

c) By the end of the 1996-1997 school year, the rate of progress from develop-mental to college-level courses in English and Math for students of color with degree intent will show at least a 5% improvement over the rate of progress for students of color taking developmental English and Math courses during 1993-1994.

Table 2-1: Progress of New, Full-time Students Planning a Degree by Amount of Progress Two Years After Entering Centralia College
(all State and Contract students entering Fall 1990)

	Early Leavers (< 2 quarters)	Some Progress (2-3 quarters)	Substantial Progress (4 or more quarters)
All CC Students (n=394)	16.2%	29.7%	54.1%
White CC Students (n=375)	16.3%	28.8%	54.9%
Ethnic CC Students (n=19)	15.8%	47.4%	36.8%
State avg. all students	22%	29%	49%

NOTE: Due to the small number of full-time degree-seeking ethnic students at Centralia College in Fall 1990, percentages may not be reliable. Larger samples are required for more reliable analysis, and for breakdown by ethnic group.

Student Retention Action Plan

Study Early-Leavers and Students Who make Some Progress (2-3 quarters) Before Leaving

- Develop a system by Fall 1994 to identify and contact all full-time degree-seeking students (entering in Fall 1994) who leave before completing 4 quarters to establish data on reasons for leaving. Contact all of these students during 1994-1995. Share findings with college staff and faculty. Identify institutional barriers/factors contributing to students becoming early-leavers and develop action plan to address. Pilot action plan 1995-1996. Reassess during 1996-1997.

Enhance Advising

- Encourage all faculty advisors to see advisees a minimum of twice a quarter during first two quarters of enrollment.

- Incorporate into Advising Handbook and new advisors' training information the needs of, and retention strategies for multicultural students.

- Encourage faculty advisors to improve monitoring of all degree-seeking students not meeting college-level proficiency in the basic skills of writing and math (per placement testing); suggesting to these students to take recommended developmental coursework in English and Math within their first year of enrollment, and to enroll in study groups and tutoring as needed.

Enhance Student Services

- Develop and implement intervention strategies to assist students of color to meet academic standards set by the college, i.e. contact students receiving Academic Alert letters mid-quarter to facilitate developing a plan of action to improve performance.

- Develop specific plans and do outreach in ESL classes and the community to provide access for (potential) students of color to financial aid. [duplicate appears under Student Recruitment and Enrollment]

- Continue to make students of color aware of all campus support services (i.e. tutoring, Student Support Services, Counseling Center, etc.)

Study Substantial Progress

- During Spring 1995 study new full-time degree-seeking students enrolled Fall 1993 to ascertain percentage of this cohort that enrolled for at least four quarters during their first two years. Note percentages by race that have made substantial progress, and percentage disparities between races. Alert campus to findings, especially how close campus is to achieving 50% substantial progress goal for degree seeking students. Develop further action steps if indicated by need to improve substantial progress rate to reach 50% goal for Fall 1995 cohort to reach in Spring 1997.

Study Transition from Developmental Ed. to College level Academic and Vocational Courses

- During Summer 1994 develop methodology to establish percentage of 1993-1994 matriculated students with developmental coursework in English and Math to complete for their degrees who successfully progressed on to college-level courses in these basic skills. Academic year 1995-1996 develop further action steps to improve this progress rate and implement steps during 1996-1997 in order to reach goal of 5% improvement over 1993-1994 progress rate.

Area 3: Student Completion

Goal: By the year 2000, Centralia College will narrow the gap between students of color and whites related to GED/High School completion and transfer/graduation and job placement rates.

Goal Attainment Measures:

a) Centralia College will work with the SBCTC to implement tracking by race for completers of GED/high school programs, and when implemented, develop appropriate goal statements.

b) By the year 2000, the percent of total students by each race at Centralia College who graduate with associate degrees or certificates in academic or vocational programs shall be comparable within 0.5% with the percent of total enrollment who started three years earlier with transfer, job placement, or degree completion intent. [For example if 3% of those entering in 1993-1994 and seeking vocational degrees are Native Americans, than at least 2.5% of those granted degrees during 1996-97 ought to be Native Americans.]

c) By the year 2000, Centralia College will have developed a methodology in conjunction with the SBCTC to obtain data on the rate of CC students who successfully transfer to baccalaureate institutions in Washington after completing at least 18 credits, and will work to obtain a transfer rate of at least 50 percent of all transfer seeking students, with disparity by races reduced to not more than 10%.

d) By the year 2000, Centralia College will have in place a methodology to track job placement for graduates of vocational programs, and the disparity by race shall be reduced to not more than 5%.

Problem Statements

- **Initial Procedures and Data Collection:** Computerized information on student completion at the college level is not easily accessed now. A limited number of college staff currently are trained to access this information, and there are no guidelines for access/use of information. Currently anecdotal and other completion data is not systematically shared with those needing to know, i.e. faculty advisors.

- **Limitations to Identified Measures of Success:** The assumption that degree graduation rates can be compared with rates of students entering these programs three years earlier as a measure of success is flawed, since it does NOT:

1. distinguish between full-time and part-time entering students to programs;
2. count as entering students those who may have a few prior credits at the college from previous years;
3. take into account the practice common among community college students of an occasional stop-out quarter;
4. count as a success students who take less than three years to complete their programs; OR
5. count as a success those students who successfully transfer without a degree as planned.

There are also several difficulties in calculating transfer rates:

1. not all the four year colleges/universities report back to CC;
2. not all students who successfully transfer originally indicate such intent;
3. data from some baccalaureate institutions now do not distinguish quarterly which are new arrivals and which are CC students who arrived earlier and are still in progress towards completing their degree;
4. current CC transfer intent data does not distinguish between students who plan to transfer to in-state baccalaureate institutions, out-of-state institutions, and technical or other community colleges.

Thus it is difficult to arrive at a real count of transfer intent students to baccalaureate institutions in the state of Washington, and any transfer calculation will need to keep these limitations in mind.

- **Need for Interagency Cooperation:** Job placement data on vocational graduates the college can access (SR4123 and SR4126) is always on cohorts that graduated at least two years earlier than current academic year. These reports do not include a breakdown by ethnic code.

Student Completion Action Plan

Study High School and GED Completion

- By 1995, develop an internal college report identifying high school completion and GED graduates which includes identification of ethnic code. Have Learning Resources Division chair share findings with program staff, and begin drafting goal statements to improve graduation rates for students of color.

Develop Appropriate Definition of "Completion"

- Define various success rates to include goals not currently captured in a raw graduation rate (program entry/program completion). At a minimum these should address appropriate entry and reentry, student intent and changes in intent, periodic stop out, early completion, appropriate transfer or job placement—as well as continuous enrollment-graduation.

Study Job Placement and Transfer Intent

- Develop a pilot study on new full-time degree-seeking students entering the college Fall 1994 with transfer or job placement intent, and track this cohort for three years. Develop a follow-up system to contact degree non-completers in this cohort to determine reasons for non-completion, whether transfer intent included degree completion or not, and whether job placement intent included degree completion or not both upon entry, and point of exit.

- Work with Employment Security Department and/or SBCTC to develop regular reports on vocational program graduates currently working to include ethnic codes.

- Share with college staff Spring 1995 the findings of percentages by race of Centralia College vocational program graduates in the workforce in the state of Washington, and develop appropriate goal statements to narrow disparity by race.

Area 4: Staff Recruitment and Employment

This area includes two sub-sections: employment for higher level positions (4A) and developing a tracking system to monitor progress (4B). Each is addressed below.

4 A. Employment of Minority Ethnic/Racial Groups in Faculty Administrative, and Managerial Positions

Goal: By the end of the 1996-97 school year, Centralia College will improve the employment of minority ethnic/racial groups in faculty, administrative and managerial positions.

Goal Attainment Measure: By the end of the 1996/97 school year, Centralia College will attain the employment goals for all minority ethnic/racial groups in faculty, administrative and managerial positions each year so that they may better reflect the ethnic/racial mix of the student population. The following chart details current comparisons of students, employees, and goals for the 1996/97 academic year.

Table 4A-1: Comparison of Student Diversity to Faculty, Management Employment and Total Employment—Fall, 1993

	Student Enrollment			Faculty/Management Employees of Color			Total Employees of Color		
	#	%Tot	%Ethn	#	%Tot	%Ethn	#	%Tot	%Ethn
Ethnic Group									
African-American	24	0.8%	13.3%	1	1.0%	34%	1	.5%	10%
Asian-American	50	1.6%	27.6%	3	3.0%	50%	6	3.2%	60%
Hispanic/Latino	47	1.5%	26.0%	0	0.0%	0%	0	0.0%	0%
Native American	60	1.9%	33.1%	2	2.0%	33%	3	1.6%	30%
TOTAL ETHNIC	181	5.8%	100.0%	6	6.0%	100%	10	5.3%	100%
TOTAL ENROLL.	3,130								
TOTAL EMPLOYED				97			187		

TABLE 4A-2: 1996/97 GOALS

	Student Enrollment			Minimum Faculty/Management Employees of Color			Minimum Total Employees of Color		
	#	%Tot	%Ethn	#	%Tot	%Ethn	#	%Tot	%Ethn
Ethnic Group									
African-American	28	0.9%	13.6%	1	1.0%	12.5%	2	1.0%	14.8%
Asian-American	56	1.8%	24.6%	3	3.0%	37.5%	3	1.8%	22.3%
Hispanic/Latino	78	2.5%	34.2%	2	2.0%	25.0%	4.5	2.5%	33.3%
Native American	66	2.1%	27.6%	2	2.0%	25.0%	4	2.1%	29.6%
TOTAL ETHNIC	228	7.3%	100.0%	8	8.0%	100.0%	13.5	7.4%	100.0%

Problem Statements

- **Student Populations vs Work Force Populations:** Students of color populations don't necessarily reflect the availability of professionally qualified applicants available in the workforce. To reach goals for some populations in management and faculty employment, higher education in general must increase the numbers of students of color in the graduate and doctoral programs. Community colleges must continue to foster the success of students of color and increase the numbers transferring to colleges and universities in academic fields related to college teaching and administration. The system should be working on internships and/or scholarships to develop potential community college teachers and administrators.

- **Lack of Diversity in the College Service Area:** The relatively small numbers of minorities in Lewis County and surrounding areas is a deterrent to recruiting minority employees to Centralia College. Attitudes of some local citizens, availability of special services, diversity in the local K-12 schools employment and student populations, academic achievements of students of color in the local schools, significant cultural resources for employees and their families, general quality of life issues, and other factors influence people of color when considering where they want to work.

Faculty, Administration/Manager Employment Action Plan

Establish Policy and Practice of Active Recruitment of People of Color and Diversity

- Initiate a process whereby recruitment will remain open when the applicant pool does not reflect availability. This would leave the position unfilled until further attempts were made to assure that the recruitment pool reflected a diverse pool of applicants.

- Make significant efforts to identify, recruit and encourage applicants to apply in positions being vacated by retiring faculty. This is particularly important in the Vocational Educ. and Science Division where ethnic faculty are significantly under-represented. Retiring faculty and other faculty in the division will be asked to assist in this process.

- Continue to access mailing lists and resume pools through the Governors Committee on Affirmative Action and the State Board for Community and Technical Colleges.

- Participate in regional job fairs.

- Continue the use of Equity Representatives on campus screening committees. Make additional efforts toward educating screening committees of the importance of increased diversity and affirmative action goals.

- Target part-time administrative and faculty positions for minority ethnic/racial groups. Conduct periodic recruitments for generic part-time faculty positions and increase the number of interested persons in the applicant data base on file in the Personnel Office. Require Division Chairs to access the data base before hiring part-time faculty.

- Establish advisory groups with targeted communities.

- Continue to advertise positions in news media aimed toward members of minority racial/ethnic groups.

- Continue to evaluate the selection process to ensure freedom from bias by conducting detailed analysis of position descriptions to ensure they reflect position functions and ensure that they are based on job-related criteria.

Enhance Campus Climate

- Continue efforts to address campus climate issues by participation in the Cultural Infusion Project and supporting Multi-cultural Committee activities as well as reviewing the outcome of the Diversity Audit and implementing changes reflected by the audit.

- Encourage faculty and administrators to become involved in organizations where membership is diverse such as Urban League, Japanese American Citizens League, Blacks in Government, Washington Hispanic Women's Group, Tribal Organizations and activities, and others.

4 B. DEVELOP TRACKING AND REPORTING PROCEDURES TO MONITOR THE PROGRESS OF EMPLOYMENT FOR RACIAL/ETHNIC GROUPS.

Goal: By the year 1993, develop tracking and reporting procedures to monitor the progress of employment for racial/ethnic groups. [Statewide goal]

Goal Attainment Measure: Each year the gap between the percent of persons of color in faculty, administrative/supervisory and classified positions and the student population shall be monitored and reduced appropriately.

Employment Tracking/Reporting Action Plan

- Utilizing the action plans addressed in section 4A, increase the numbers of minority applicants for position openings.

- Conduct annual analysis of student population versus employment and report on any discrepancies.

Area 5: Institutional Climate

Goal: Centralia College will study the findings of the Diversity Audit on campus climate conducted in 1993, evaluate this approach for assessing institutional climate in terms of support for students, faculty and staff of color, design a new campus climate assessment by 1995-1996, and then conduct it bi-annually.

Goal Attainment Measures:

a) By 2000, annual surveys of Centralia College students applying to graduate will show little or no disparity in the positive evaluation of their community college experience based on race or ethnic background.

b) By Fall 1994, campus faculty and staff will study the findings of the 1993 Diversity Audit and develop strategies to improve the campus climate for students of color. Feedback on modifying the diversity assessment process will also be forwarded to the Multicultural Committee, and a new campus climate process will be designed and implemented in 1995-1996. A campus climate assessment will then be conducted bi-annually through the year 2000.

Problem Statements

- No exit surveying of college graduates is currently being done, so a baseline of student satisfaction with their community college experience is unknown.

- Not all campus divisions and departments meet regularly, so other means of coordinating campus-wide program planning need to be developed. The absence of campus-wide planning hinders discussion and feedback on the Diversity Audit, and input on a new campus climate assessment approach.

- Students of color responded in very small numbers to completing the Diversity Audit and only a handful accepted the invitation to participate in focus/discussion groups on their perceptions of the institutional climate for students of color in 1993, making generalizations about students' of color perceptions tentative.

Campus Climate Action Plan

- During 1994-1995 design and pilot a student satisfaction survey for students applying to graduate. Findings from this satisfaction survey will be studied during 1995-1996 to note if any disparity in satisfaction by race or ethnic background is evident. If wide disparity in satisfaction level by race or ethnic background does exist, then appropriate follow-up will be done to assess reasons for student dissatisfaction, and action steps will be implemented to improve satisfaction level during 1996-2000. Annual surveys of satisfaction level will be conducted among students applying to graduate through the year 2000.

- During Spring 1994 the Multicultural Committee will present Diversity Audit findings to the College President, Deans, Board of Trustees, Faculty, Staff, and Students, including a feedback form on the findings and suggested modifications to the process for evaluation. Multicultural Committee in conjunction with the Personnel Office and other appropriate departments will design a new assessment process for institutional climate and pilot by 1995-1996. This assessment process will be conducted bi-annually through the year 2000.

- SEE OTHER SECTIONS FOR STAFF TRAINING AND OTHER ACTIVITIES WHICH WILL ENHANCE CAMPUS CLIMATE.

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Part III
Implementation of the Diversity Action Plan

The specific purpose of this Diversity Action Plan is to improve the effective enrollment, retention and completion of students of color, to improve college staffing to more closely reflect the diversity of the student population, and in general to improve the campus climate so that there is little or no difference in student or employee satisfaction based on color. While the Plan is targeted to People of Color, the actions proposed are intended to improve the educational experience of all students and staff. Thus they ought to be supported by the whole campus community. The development and review of the Plan have sought this support.

In order for this Diversity Action Plan to be implemented effectively, it must be supported at the top levels of administration and incorporated into the larger Strategic Plan of the College. Furthermore its proposed actions must be incorporated in the on-going activities of the primary units in the college—Instruction, Student Services and Administration.

To assure that the actions proposed in this Diversity Action Plan are carried out in good faith, and adjusted as needed to achieve the goals herein defined, we commit to the following:

1. The President and the College Council are defined as the primary bodies in the College responsible for carrying out this Plan.

2. Since effective implementation of this Plan is comprehensive and affects each primary unit of the College, the Deans of Instruction, Student Services and Administration shall be responsible to supervise the activities, monitoring, and adjustment as needed to accomplish the goals set forth in the Plan.

3. Since the College is committed to Strategic Planning and is currently in the process of updating its Strategic Plan, the Goals and Actions proposed in this Diversity Action Plan shall be incorporated in the College Strategic Plan, and monitored on a regular basis.

4. Since the College develops and operates according to an Annual Plan, and since both on-going and time-specific activities are proposed in this Diversity Action Plan, both goals and actions proposed in this Plan will be incorporated in the Annual Plans for 1994 through 1997, the period targeted by the Diversity Action Plan. Specific goals and actions may be modified as needed, so long as they address the purposes of the Plan.

What We Know About People of Color in Lewis County @ Feb 1994

1990 Total Ethnic Population

	actual	%
White (not Hisp)	56834	95.7%
Black (not Hisp)	182	0.3%
Native (not Hisp)	603	1.0%
Asian (not Hisp)	358	0.6%
Hispanic	1366	2.3%
other	15	0.0%
TOTAL	59358	100.0%
Total Ethnic % of pop.		4.2%

1992 Forecast Ethnic Population (latest available)

	calculated	%
White (not Hisp)	58630	95.3%
Black (not Hisp)	221	0.4%
Native (not Hisp)	660	1.1%
Asian (not Hisp)	362	0.6%
Hispanic	1627	2.6%
other	0	0.0%
TOTAL	61500	100.0%
Total Ethnic % of pop.		4.7%

1990 Ethnic Population 18 and over

	actual	%
White (not Hisp)	41087	96.6%
Black (not Hisp)	99	0.2%
Native (not Hisp)	410	1.0%
Asian (not Hisp)	216	0.5%
Hispanic	704	1.7%
other	6	0.0%
TOTAL	42522	100.0%
Total Ethnic % of pop.		3.4%

1990 Civ Labor Force (16+ in labor force)

	actual	%	unemployed % (male//female)
White (not Hisp)	24473	96.1%	8.3%//7.6%
Black (not Hisp)	83	0.3%	15.8%//58.1%
Native (not Hisp)	305	1.2%	21.3%//14.8%
Asian (not Hisp)	224	0.9%	0%//24.2%
Hispanic	392	1.5%	5.3%//10.2%
TOTAL	25477	100.0%	
Total Ethnic % of pop.		3.9%	

Fall 1990 K-12 Public School Enrollment

	actual	%
White (not Hisp)	11565	93.7%
Black (not Hisp)	100	0.8%
Native (not Hisp)	146	1.2%
Asian (not Hisp)	154	1.2%
Hispanic	380	3.1%
TOTAL	12345	100.0%
Total Ethnic % of pop.		6.3%
Total Ethnic % State pop.		18.9%

Fall 1993 K-12 Public School Enrollment

	actual	%
White (not Hisp)	11980	92.4%
Black (not Hisp)	96	0.7%
Native (not Hisp)	245	1.9%
Asian (not Hisp)	149	1.1%
Hispanic	492	3.8%
TOTAL	12962	100.0%
Total Ethnic % of pop.		7.6%
Total Ethnic % State pop.		21.9%